



Assessment Notes...

From the Standards and Assessment Division

September 12, 2002

California English Language Development Test (CELDT)

Important Points

- CELDT Form B must be used for the annual assessment of English Learners as well as for initial identification assessment for the 2002-2003 school year.
- All identified English Learners must be assessed during the annual assessment window, July 1 – October 31, 2002.
- English Learners must be assessed once per school year and continue to be tested annually until they are reclassified.
- All pre-enrolled kindergartners who were tested prior to July 1, 2002 should not be tested again during the next annual testing window.
- Students in kindergarten and first grade, who are assessed for initial identification, and score Early Advanced or Advanced on the listening/speaking section of the CELDT, are to be classified as Fluent English Proficient (FEP) following the criteria established by the State Board of Education (May 2001) for identifying English Learners. The reading and writing sections of the CELDT are not required criteria in determining English proficiency for kindergarten and first grade students.

Training

- Staff administering the CELDT must have attended a training session (*Title 5, California Code of Regulations, Division 1, Chapter 11 article 2, Administration §11511 (d)*).
- For training information, contact the appropriate Regional Training Center listed on the CDE Web site: <http://www.cde.ca.gov/statetests/celdt/celdt.html>.

Pre-Identification

- The testing publisher, CTB/McGraw-Hill, has provided pre-identification process information to districts and received the electronic files by September 16, 2002. The electronic file format for 2002 is aligned to the STAR format as much as possible. Please refer to precode barcode file layout instructions on the CTB Web site: http://www2.ctb.com/state/CA/celdt/formb/celdt_2002_precode_file_layout.pdf.
- **Information submitted on the pre-identification file will always override information on the student's answer document.** If an error is present on a student's pre-identification information, destroy that student's pre-identification barcode label and complete all fields on that student's answer document as if pre-identification were not used. For example, if the pre-identification file indicates a student is in grade 5 but the student is actually in grade 6, the student's pre-identification barcode label should be destroyed and all fields should be completed by hand on that student's answer document.
- For further information about the pre-identification process, contact the testing publisher at (800) 994-8594.

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This publication is produced by:
Standards and Assessment Division
California Department of Education
Phil Spears, Division Director

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Student Scores

- Prior year CELDT student scale scores are required for each student's overall proficiency and for the skill areas (listening/speaking, reading and writing) *Title 3, Subpart 2, Section 3121(d)*.
- The site CELDT coordinator from the sending school is responsible for providing student scale scores to receiving schools upon request. **A sample *Intra-School CELDT Score Request Form* is attached.**
- Districts are reminded that the Title 5 CELDT Administrative Regulations, Section 11513.5, required district superintendents to appoint a site CELDT coordinator at each school site. The responsibilities of the site CELDT coordinator and the district CELDT coordinator can be found at the following Web site: <http://cde.ca.gov/regulations/>.

Listening/Speaking Exemption

- Students who previously received an Early Advanced or Advanced proficiency level for Listening/Speaking are not required to take the Listening/Speaking section again within the same grade span for the 2002 annual assessment. If the school district decides to take advantage of this exemption, it must take the following steps:
 - Provide each student's previous CELDT Early Advanced or Advanced Listening/Speaking scale score on the student's answer document (or pre-identification for districts using pre-identification). Indicate the grade the student was in when he/she achieved the previous scale score.
 - Not administer the Listening/Speaking section to that student.
 - Leave the Listening/Speaking section blank on the answer document.
- The provided Listening/Speaking scale score will be used to calculate that student's current overall scale score. Interpretation of the results should take into account that the calculation of the overall scale score uses the Listening/Speaking score from a previous administration of the CELDT and may not necessarily reflect the current Listening/Speaking proficiency level of the student.

- If the Listening/Speaking section is not administered to a student **who did not reach Early Advanced**, that student will be given the lowest scale score possible on the Listening/Speaking section (i.e., the student's previous scale score will NOT be used to calculate his/her overall scale score).
- If the Listening/Speaking section is not administered to a student **who reached Early Advanced in a different grade span than the one they are currently being tested in**, that student will be given the lowest scale score possible on the Listening/Speaking section (i.e., the student's previous scale score will NOT be used to calculate their overall scale score).
- **Tables representing the scale score cut points for the proficiency levels at each grade are attached.**

Alternate Assessment/Accommodations

If a student is going to use an alternate assessment for all or any portion of the CELDT, field #10 of the demographics sheet must be filled in. When the student report is received, it will indicate Beginning for any portion of the CELDT exam that was not administered. It is the responsibility of the IEP Team to review the results of the alternate assessment and results of the CELDT administration to determine the student's level of proficiency.

Students with disabilities, who are going to use accommodations when taking the CELDT, must have those accommodations bubbled-in on Field #11. This field must be completed at the time of testing and may not be pre-coded.

Logistics/Materials

- Districts should return completed answer documents to CTB/McGraw-Hill on a monthly basis.
- Used prompt sheets must be destroyed.
- The district should keep unused prompt sheets, test booklets (grades 3-12), and listening/speaking audiotapes in secure storage.
- CTB/McGraw-Hill will send districts monthly data disks for initial identification students following the districts' return of CELDT tests. All data disks should be retained and compiled by the district.

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Excessive Materials Charge

- Districts may contact CTB/McGraw-Hill for additional test materials. Districts are responsible for the cost of excessive materials, and an excessive materials charge will be levied by the publisher, as provided for in CELDT regulations: “If the school district places an order for tests for any school that is excessive, the school district is responsible for the cost of materials for the difference between the sum of the number of pupil tests scored and 90 percent of the tests ordered....” *Title 5, California Code of Regulations, Division 1, Chapter 11 article 2, Administration §11511 (d).*

Security Forms

Please remember that Test Security forms are online and must be kept on file at the district office. <http://www.cde.ca.gov/statetests/celdt/>.

Apportionment/Certificates of Compliance

- The **Monthly** Certificate of Compliance, ensuring compliance with the legal requirements regarding the administration of the CELDT, must be signed by the District CELDT Coordinator and submitted to CDE when test materials are sent to the publisher. *Title 5, California Code of Regulations, Division 1, Chapter 11 article 2, Administration §11513 (c).*
- The **Final** Certificate of Compliance, ensuring District compliance with the legal requirements regarding the administration of the CELDT must be signed by the District Coordinator and the District Superintendent and submitted to CDE by November 30, 2002.
- Instructions for completing the Apportionment Form and Certificates of Compliance can be found on the CELDT Web site: <http://www.cde.ca.gov/statetests/celdt/>.

CELDT Reporting Cycle

The California English-Language Development Test (CELDT) is unique in that there are two types of administrations: the annual assessment (AA) that is given July 1 through October 31 and the initial identification (II) that is given year-round. Data are aggregated across these two types of administration for reporting purposes. The CELDT reporting cycle changes to a fiscal year cycle in 2002/03. The attached table depicts the reporting cycle timeline for years 2001/02 through 2003/04.

Reclassification Guidelines

Education Code Section 313(d) requires that California Department of Education (CDE) develop reclassification procedures that utilize multiple criteria, including, but not limited to, an assessment of English proficiency, teacher evaluation, parental opinion, and comparison of pupil performance in basic skills.

The SBE adopted preliminary guidelines at its October 2001 meeting and stipulated that these guidelines could be modified pending a study of student performance on the California English Language Development Test (CELDT) and Standardized Testing and Reporting (STAR) Program. At its June 2002 meeting, the SBE reviewed a draft proposal for implementing criteria for pupil performance in basic skills.

The State Board of Education (SBE) at its September 2002 meeting adopted guidelines for reclassification of English learners. The approved guidelines are posted on the CELDT Web site.

For more information about the CELDT, contact the Standards and Assessment Division of the California Department of Education at (916) 445-9441 (phone), at (916) 319-0968 (fax), at CELDT@cde.ca.gov (e-mail), or at <http://www.cde.ca.gov/statetests/celdt/> (Internet).



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Revised

September 3, 2002

September 19, 2002

To: District CELDT Coordinators

From: Phil Spears, Director
Standards and Assessment Division

SUBJECT: **CELDT SCORE REQUEST FORM**

State law (Education Code Sec. 60810) and federal law (Title 3, Subpart 2, Section 3121(d) (1)) require the evaluation of the progress of children in attaining English proficiency "...including a child's level of comprehension, speaking, listening, reading, and writing skills in English." Districts therefore, are required to maintain and provide to other districts on request records of CELDT individual student scale scores from a previous CELDT administration for each student's overall proficiency level and for each skill area (listening/speaking, reading, and writing).

In order to help ease the burden of this requirement, CDE has developed a sample Request Form that schools and districts may use to request students' CELDT scale scores from their previous school. The Request form is divided into three sections:

- Receiving School's Information,
- Student Information, and
- CELDT Score.

The receiving school or district should complete the first two sections and send the form to the school site CELDT Coordinator of the student's sending school. The sending school must complete the third section of the form and fax or mail the form back to the receiving school in a timely manner. It is important to remember that the receiving school is required to have English proficiency results on file within 30 calendar days of enrollment or administer the CELDT.

If you need assistance or have further questions, contact the Standards and Assessment Division at (916) 445-9441 (telephone), (916) 319-0968 (fax), or celdt@cde.ca.gov (e-mail).



Request Form

California English Language Development Test (CELDT) Score

To: Site CELDT Coordinator

Directions: California Department of Education requires schools to provide student CELDT results to schools receiving EL students. Please complete the CELDT Score section of this form and return it to the receiving school immediately.

Receiving School's Information

Today's Date _____
(mm/dd/yy)

Requester's Name _____ District _____

Phone _____ Fax _____ Email _____

Mailing Address _____ City _____ Zip Code _____

Student Information

Last Name _____ First _____ Middle _____ Other Name Used (Last, First, Middle) _____

Birth Date (mm/dd/yy) _____ Current Grade _____

Current Enrolling School District _____ Current Enrolling School Site _____

Sending Enrolled School District _____ Sending Enrolled School Site _____

CELDT Score

Has student taken the CELDT? ____ No ____ Yes

If reclassified, provide date: _____ (If reclassified, please send documentation)

Complete the following for the student's most recent CELDT administration.

	<u>Scale Score</u>	<u>Level</u>	Date Testing Completed _____
Listening/Speaking	_____	_____	
Reading	_____	_____	
Writing	_____	_____	
Overall	_____	_____	

Comments:

Signature (Previous Enrolled School Site) Printed Name _____ Date _____



Scale Score Cut Points

The following tables represent the cut points for each of the proficiency levels at each grade. These scale score cut points are consistent across all forms of the CELDT.

CELDT Overall Proficiency Levels

Test Level	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Kindergarten	409 and below	410-457	458-505	506-553	554 and more
Grade 1	423 and below	424-470	471-516	517-563	564 and more
Grade 2	442 and below	443-482	483-523	524-564	565 and more
Grades 3-5	446 and below	447-487	488-528	529-568	569 and more
Grades 6-8	446 and below	447-487	488-528	529-568	569 and more
Grades 9-12	446 and below	447-487	488-528	529-568	569 and more

CELDT Listening/Speaking Proficiency Levels

Test Level	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Kindergarten	409 and below	410-457	458-505	506-553	554 and more
Grade 1	423 and below	424-470	471-516	517-563	564 and more
Grade 2	453 and below	454-494	495-535	536-576	577 and more
Grades 3-5	437 and below	438-481	482-525	526-568	569 and more
Grades 6-8	437 and below	438-481	482-525	526-568	569 and more
Grades 9-12	437 and below	438-481	482-525	526-568	569 and more

CELDT Reading Proficiency Levels

Test Level	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Grade 2	437 and below	438-474	475-510	511-547	548 and more
Grades 3-5	465 and below	466-498	499-532	533-565	566 and more
Grades 6-8	465 and below	466-498	499-532	533-565	566 and more
Grades 9-12	465 and below	466-498	499-532	533-565	566 and more



CELDT Writing Proficiency Levels

Test Level	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Grade 2	423 and below	424-448	469-513	514-558	559 and more
Grades 3-5	444 and below	445-487	488-529	530-572	573 and more
Grades 6-8	444 and below	445-487	488-529	530-572	573 and more
Grades 9-12	444 and below	445-487	488-529	530-572	573 and more

Note: These tables are not to be used as replacements for the skill area raw score conversion tables found in the CELDT Scoring Guide.



CALIFORNIA STATE BOARD OF EDUCATION

ITEM # _____

SEPTEMBER 2002 AGENDA

SUBJECT California English Language Development Test (CELDT): Including, but not limited to options for reclassification of English learners.	X	ACTION
	X	INFORMATION
		PUBLIC HEARING

Recommendation:

Review and adopt the proposed criteria for the reclassification process.

Summary of Previous State Board of Education Discussion and Action:

State Board of Education (SBE) adopted preliminary guidelines for reclassification of English learners at the October 2001 meeting, and stipulated that the guidelines could be modified pending a study of student performance on the California English Language Development Test (CELDT) and Standardized Testing and Reporting (STAR) Program. At its June meeting the SBE reviewed a draft proposal for implementing criteria for pupil performance in basic skills.

Attachment 1 contains the proposed criteria. The section of the guidelines that describes the criteria for "Comparison of Performance in Basic Skills" was modified. The other sections of the guidelines are unchanged.

Summary of Key Issue(s):

Education Code Section 313(d) requires that California Department of Education (CDE) develop reclassification procedures that utilize multiple criteria, including, but not limited to, an assessment of English proficiency, teacher evaluation, parental opinion, and comparison of pupil performance in basic skills. Subsequent to the June SBE meeting, CDE shared with the field the draft procedures for implementing criteria for pupil performance in basic skills.

Fiscal Analysis (as appropriate):

None.

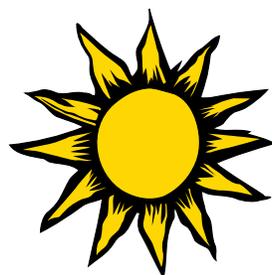
Attachment(s) to this Agenda Item

(Please indicate if additional material will be provided in the supplemental agenda)

Attachment 1: Guidelines for Reclassification of English Learners (Pages 1-3)

Attachment 2: Estimate of Reclassification Rate Table (Page 1)

Attachment 3: Estimated Reclassification Rate Charts (Pages 1-4)



California
English Language
Development Test

Reclassification of English Learners

Approved by the
State Board of Education

prepared by the

Standards and Assessment Division
California Department of Education

September 2002



Guidelines for Reclassification of English Learners

Assessment of English Language Proficiency

Utilize California English Language Development Test (CELDT) as the primary criterion. Consider for reclassification those students whose overall proficiency level is *Early Advanced* or *higher* and;

- Listening/speaking, is *Intermediate* or *higher*;
- Reading is *Intermediate* or *higher*; and
- Writing is *Intermediate* or *higher*.

Those students whose overall proficiency level is in the upper end of *Intermediate* may also be considered for reclassification if additional measures determine the likelihood that a student is proficient in English.

- Use most recent available test data.

The above reclassification levels are the same as the initial identification levels specified by the California Department of Education (CDE).

Teacher Evaluation

- Use student academic performance; and
- Note that incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification.

Parent Opinion and Consultation

- Provide notice to parents and guardians of their right and encourage them to participate in the reclassification process; and
- Provide an opportunity for a face-to-face meeting with parent or guardian.



Comparison of Performance in Basic Skills

■ Definitions:

1. **“Performance in basic skills”** means the score and/or performance level resulting from a recent administration of the English-Language Arts (ELA) section of the California Standards Test (CST).
2. **“Range of performance in basic skills”** means a range of scores on the ELA CST corresponding to a performance level or a range within a performance level.
3. **“Pupils of the same age”** refers to pupils who are enrolled in the same grade as the student who is being considered for reclassification.

■ Basic skills criteria:

1. A pupil’s score on the ELA CST in the range from the beginning of Basic level up to the midpoint of the Basic level suggests that the pupil may be sufficiently prepared to participate effectively in the curriculum and should be considered for reclassification. Districts may select a cut-score in this range.
2. Pupils with scores above the cut-point selected by the district should be considered for reclassification.
3. For pupils scoring below the cut-point districts should attempt to determine whether factors other than English language proficiency are responsible for low performance on the ELA CST, and whether it is reasonable to reclassify the student.
4. For pupils in grade 12, the eleventh grade ELA CST results should be used, if available.
5. For pupils in grades 1 and 2, districts should base a decision to reclassify on CELDT results, teacher evaluation, parent consultation, and other locally available assessment results. Kindergarten students who have been identified as English learners probably should not be reclassified.
6. Districts must monitor pupil performance for two years after reclassification in accordance with existing California regulations and the federal No Child Left Behind.



Estimated Reclassification Rates

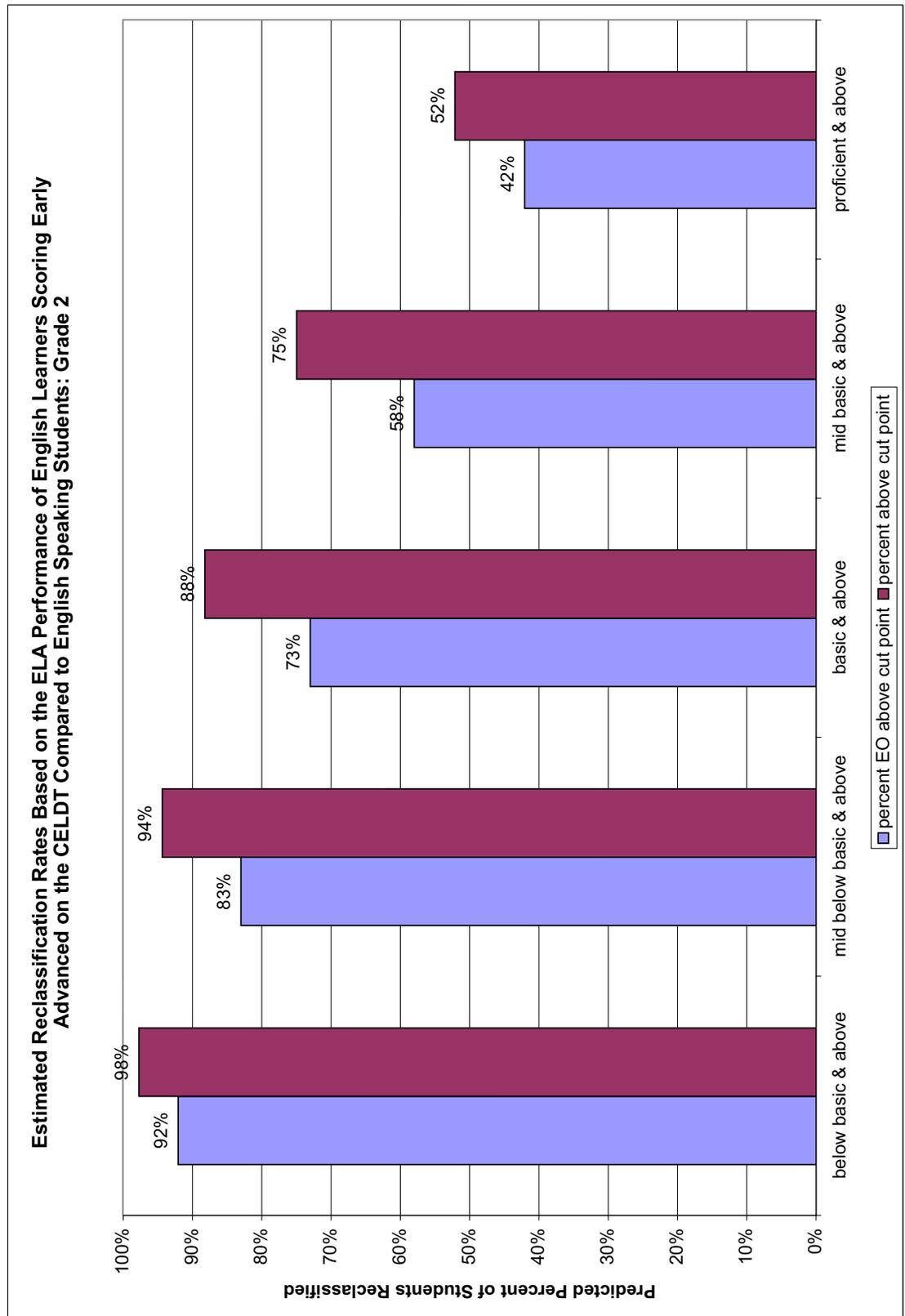
	Grade ¹											
	2	3	4	5	6	7	8	9	10	11	12	
Total Tested in 2001 Annual CELDT Assessment ²	164,889	154,952	133,499	125,064	107,430	91,740	84,955	70,606	67,438	53,315	39,037	
Total Students Scoring Early Advanced or Above on 2001 Annual CELDT Assessment ²	22,611	15,031	25,034	35,543	25,631	29,148	32,241	28,465	29,383	25,672	20,375	
Estimated Percent of students who scored Early Advanced or Above in the 2001 Annual CELDT Assessment, and who also scored Basic or above on the CST EIA ³	88.2%	71.7%	65.2%	65.2%	55.1%	49.7%	40.7%	36.9%	34.8%	31.3%	31.3%	⁵
Estimated Number of Students who would be Considered for Reclassification ⁴	19,943	10,777	16,322	23,174	14,123	14,487	13,122	10,504	10,225	8,035	6,377	
	Total Number to be Considered for Reclassification											147,089
	Total Percent to be Considered for Reclassification											13.50%

NOTES:

1. CST ELA is only administered to grades 2 through 11.
2. Results based on students tested during the 2001 annual CELDT assessment (July 1 through October 31).
3. Results based on a matched data file containing both ELA CST and CELDT annual assessment results for 487,195 students.
4. Reclassification is based on four criteria. The estimate of reclassification provided in this table was based solely on students' performance on the CELDT and ELA CST and does not include parent consultation or teacher evaluation.
5. Eleventh grade ELA CST results were used to estimate twelfth grade results.

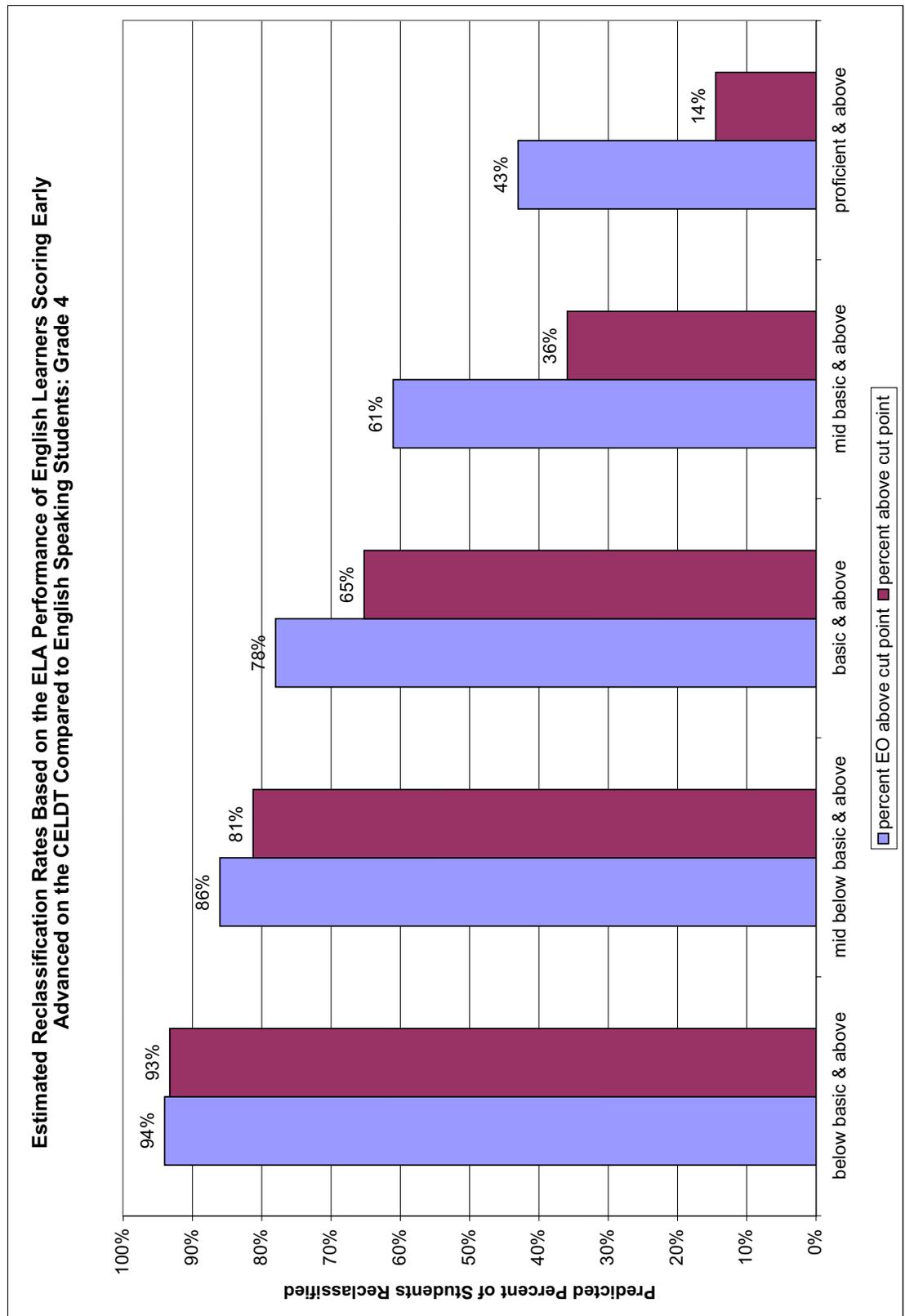


Estimated Reclassification Rates—Grade 2



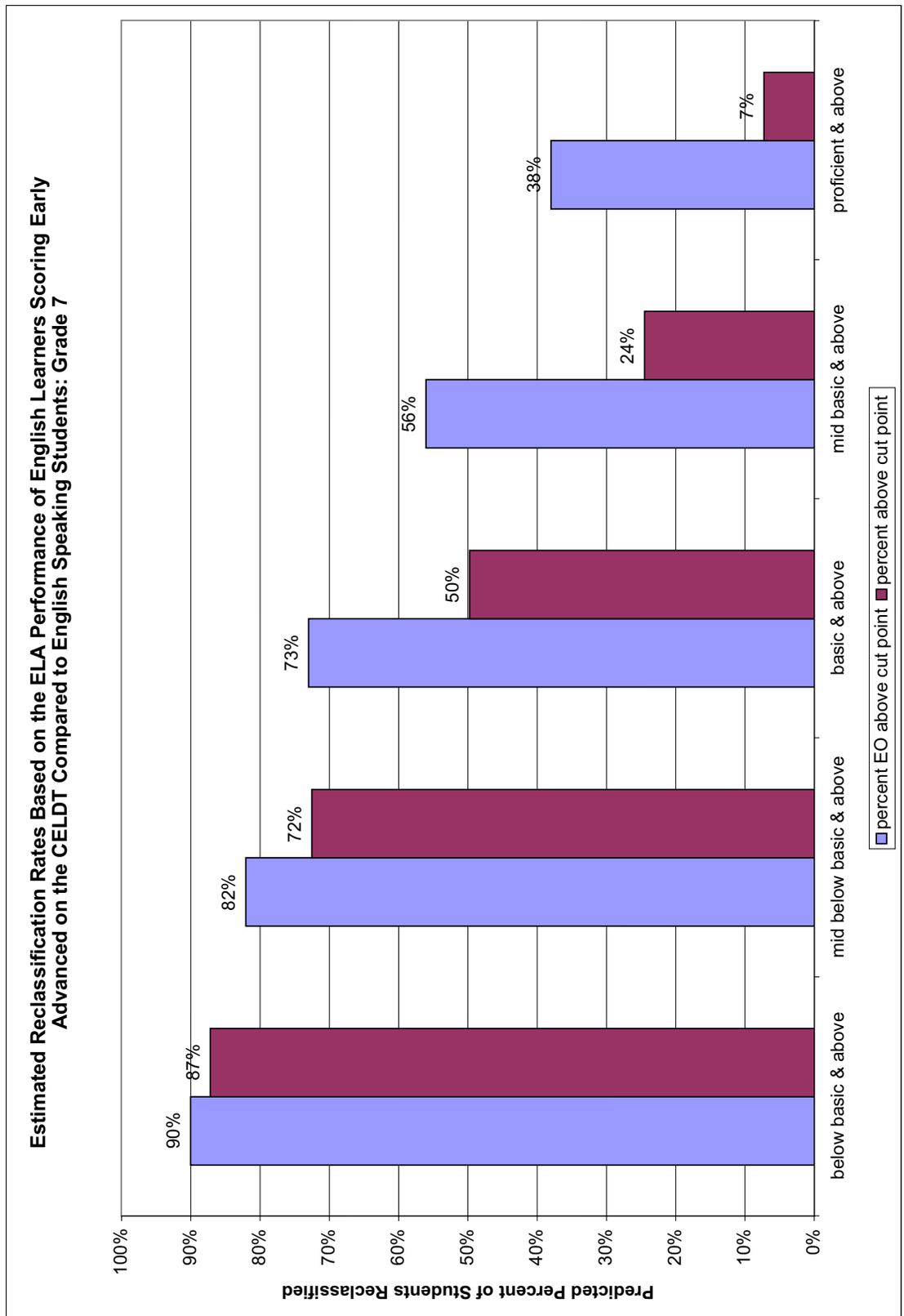


Estimated Reclassification Rates—Grade 4



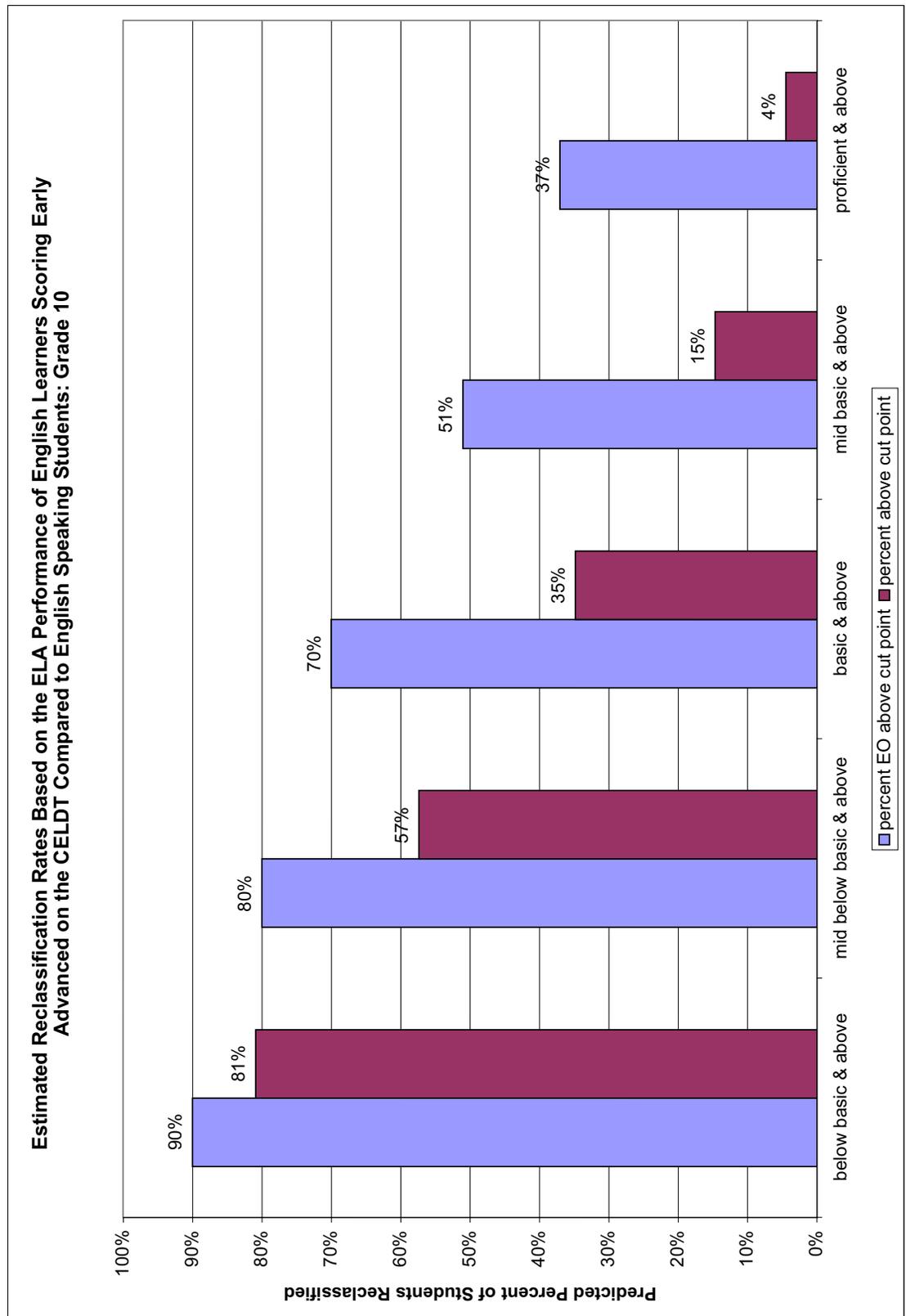


Estimated Reclassification Rates—Grade 7





Estimated Reclassification Rates—Grade 10





CELDT Reporting Cycle

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Reporting Cycle Timeline

Reporting Cycle	Initial Identification Reporting Schedule	Initial Identification Reporting Schedule	
2001/02 Reporting Cycle May 15, 2001 June 2001 July 2001 August 2001 September 2001 October 2001 November 2001 December 2001 January 1, 2002 February 2002 March 2002 April 2002 May 2002 June 30, 2002	■	■	
2002/03 Reporting Cycle July 1, 2002* August 2002 September 2002 October 2002 November 2002** December 2002 January 2003 February 2003*** March 2003 April 2003 May 2003 June 31, 2003	■	■	* Transition between Form A and Form B ** Late November 2001/02 Reporting Cycle posted on the CELDT Web site *** Late February 2002/03 Annual Assessment results posted to CELDT Web site
2003/04 Reporting Cycle July 1, 2003 August 2003 September 2003 October 2003 November 2003* December 2003 January 2004 February 2004** March 2004 April 2004 May 2004 June 31, 2004	■	■	* Late November 2002/03 Reporting Cycle posted on the CELDT Web site ** Late February 2003/04 Annual Assessment Results posted on the CELDT Web site